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ABSTRACT

One of a series of social studies curriculum guides, this publication outlines a first grade course on "school and the family." Material is presented in two parts. Part 1 contains an overview of the program. An introduction and statement of philosophy precede the following sections: an outline of grades 1-6 scope and sequence; description of Michigan mandated essential skill and knowledge objectives for primary grade social studies; a statement of scope for grade 1; and a list of the 7 units, strands, and goals for grade 1. Part 2 outlines each of the 7 units in more detail, providing suggestions for the teaching of each. The titles of units described are: Feeling Good about Myself and Others; Learning by Doing; Rules Help Me to Grow; People and Places, Past and Present; Places That Surround Me; Earning and Spending; One World, Many People; and Problems We Live With. (LP)

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Elementary Social Studies Curriculum Guide

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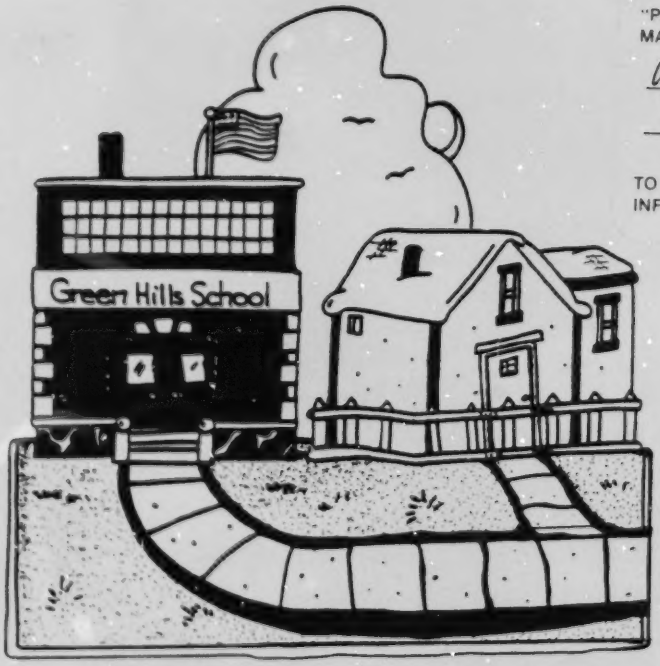
Grade 1

School And Family



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SO 015 498

School District of the City of Saginaw

ELEMENTARY SOCIAL STUDIES CURRICULUM

School District of the City of Saginaw

Saginaw, Michigan

1982-1983

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INTRODUCTION

The goals and objectives for elementary social studies included in this curriculum guide are based upon the Essential Performance Objectives for Social Studies, published by the Michigan Department of Education, January, 1982. A committee of Saginaw Public School teachers developed the more specific statements of what is to be included at each grade level. By so doing, the objectives are particularly appropriate for Saginaw and its students.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are classified by grade level. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for this grade level, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

For purposes of instruction, the total body of objectives has been divided into units of study. Each unit carries a title and relates to a specific social studies strand or theme. Suggested time lines for the units are based upon an assumed one-half hour of daily instruction, in grades 1 - 3, and an assumed one hour of daily instruction, in grades 4 - 6. See unit title pages exemplifying these statements.

Within each unit is a compilation of specific objectives for the grade level. Each objective is presented on a separate sheet so as to include one or more suggested teaching/learning activities and a code to describe the expected level of mastery of the objective (R = readiness; I = introduction; M = mastery; A = application). Suggested human and material resources are given, also, where appropriate.

It is hoped that this curriculum guide will provide teachers, principals, parents and support staff with a publication useful in the continuous improvement of social studies education throughout the elementary schools of this district.

GRADE 1. SCHOOL AND FAMILY

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A STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION IN THE SCHOOL DISTRICT OF THE CITY OF SAGINAW

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES: SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

This statement of philosophy is in agreement with the State Department of Education's rationale for social studies education.

School District of the City of Saginaw

SCOPE AND SEQUENCE OF SOCIAL STUDIES CURRICULUM

Grades 1 - 6

Grade	Course Title
Grade 1.	SCHOOL AND FAMILY
Grade 2.	NEIGHBORHOODS
Grade 3.	COMMUNITIES
Grade 4.	MICHIGAN AND OTHER REGIONS
Grade 5.	THE UNITED STATES
Grade 6.	WORLD CULTURES

*This sequence is in agreement with the recommended sequences for social studies education in Michigan.

ESSENTIAL OBJECTIVES FOR

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES K-3

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.

   a. Show concern for the well-being and dignity of others.
   b. List the mental and physical characteristics we should be aware of in others.

2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

   a. Identify activities of personal value.
   b. Show respect for self and one's own heritage and background.
   c. Identify personal behavior and learning that contribute to feelings of self-worth.
   d. Differentiate between right/wrong, true/untrue, and fair/unfair.

3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

   a. Give examples of things which people value.
   b. Identify people worthy of emulation and the reasons for doing so.
   c. Identify ways of avoiding behaviors which alienate others.
   d. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
   e. Interacts with others of varying backgrounds.
   f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than one's own.

4. Develop a reasoned commitment to the principles and values which sustain a democracy.

   a. Accept the rights and responsibilities of classroom citizenship.
   b. Participate in the making of rules for classroom and school.
   c. Respect the right of all to present different points of view in the classroom.

5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

   a. Identify responsibilities people have to their communities.
   b. Exhibit characteristics of a good leader and citizen.
   c. Participate in the making of rules for the classroom.
   d. Identifies inequities and/or injustices in classroom or peer-group activities.

Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.

   a. Identify some of the rights and liberties guaranteed in the United States Constitution.
   b. Understand situations in which rights have been denied individuals within the classroom.
   c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
   d. Understand the differences between stated rules and actual practices in family, school and peer-group activities.

2. Understand the role and function of law in a democracy.

   a. Understand the purposes of rules in the classroom and games.
   b. Understand how rules are made.
   c. Understand how rules can be changed.

3. Understand persistent global issues.

   a. Identify environmental and ecological problems within the community.
   b. Identify some persistent social problems within the community.
   c. Identify local natural resources used to meet needs and developing problems of the community.
   d. Identify community problems related to energy needs.
   e. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

4. Understand diverse human cultures, customs, beliefs and value systems.

   a. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
   b. Understand that customs and habits differ from one group to another.
   c. Understand that despite cultural differences, people everywhere have similar basic motivations and desires.
   d. Understand that within a community, there may exist one or several cultural groups.

e. Understand that within a community there are different ethnic, racial, and religious groups.
f. Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.

5. Understand the history and present state of own and other cultures.

a. Know some basic historical facts related to the development of the United States.
b. Understand terms such as town, city, urban, rural, suburban.
c. Understand the impact of technology on family life and the community.
d. Identify traditional and non-traditional female and male roles.
e. Understand that not all families are alike in structure.
f. Identify occupations, careers, community helpers.
g. Give examples of change in communities.

6. Understand economics and economic systems.

a. Understand factors that influence economic behavior.
b. Identify monetary units (coins, dollars).
c. Identify similarities and differences in how children obtain and use money.
d. Identify factors to consider when making purchases.

7. Understand how to be an effective producer and consumer of goods and services.

a. Understand factors that influence consumer behavior.
b. Give examples of their own limited resources and unlimited wants.
c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.

   a. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
   b. Understand the influence of the natural environment on human beings.
   c. Understand how societal actions and decisions affect the natural environment.
   d. Understand that a natural environment can serve varied needs.
   e. Recognize the potential of various societies to use and abuse the natural environment.
   f. Locate important natural features and resources within the community.

9. Know the main structure and functions of government.

   a. Know various reasons for school rules and how they are made.
   b. Identify similarities and differences between decision-making in the home and school.
   c. Understand that parents, teachers and principals are responsible for enforcing rules.

10. Understand the organization of human societies.

   a. Compare customs and habits of different groups.
   b. Understand the relationships among groups and individuals.
   c. Understand ways groups are interdependent, cooperate and compete.
   d. Understand types of conflicts between groups and ways conflicts are resolved.
   e. Understand how and why groups differ.

11. Understand the relationships between individuals and groups.

   a. Identify the variety of roles one can have within a group.
   b. Understand that the role within a group may be assigned or achieved.
   c. Understand reasons why there are different roles within groups.
   d. Understand the possible advantages and disadvantages of belonging to a variety of groups.
   e. Understand the decision-making processes used by groups.

Skills Objectives

1. Gather, analyze, synthesize, and present information.

   a. Use a variety of senses to obtain information.
   b. Understand that perceptions of the same object or event may differ from person to person.
   c. Choose appropriate sources for information desired.

d. Obtain information from a variety of appropriate sources.
e. Translate information from one form to another.
f. Draw conclusions.

2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

a. Presents own ideas.
b. Listen and respond appropriately.
c. Solicit clarification from others when needed.
d. Encourage others to express themselves.
e. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.

3. Make decisions.

a. Recognize the occasion of need for decisions.
b. Analyze the problems.
c. Identify alternative courses of action.
d. Identify related values and goals.
e. Make a choice of alternative course of action or some trade-off among them.
f. Develop strategies to carry out the approach.
g. Apply the approach in making a decision or solving a problem.
h. Reevaluate and reformulate the process if goals are not met or new information is introduced.

SCOPE STATEMENT

GRADE I - SCHOOL AND FAMILY

The child's experiences in the home, school, and neighborhood provide a foundation for developing further understanding about family and school life. Getting to know the school's physical plant and grounds and the school personnel and their specilized jobs is emphasized. Safety at school, home, and neighborhood is also stressed. Different family patterns in our society and varying roles of family members, the working life of the family - earning a living and spending the family income, and family recreation is a major focus at this level. Resource persons, role-playing, and short field experiences assist in understanding how community helpers provide the family and neighborhood with basic needs. Building positive student self-concepts and skills of working together are also stressed. Concrete experiences continue to serve as a foundation for later skill-building and concept development. Opportunities to become involved with children and cultural groups other than their own should be provided each child.

Grade 1. School and Family

UNIT TITLES, STRANDS AND GOALS

Unit I. FEELING GOOD ABOUT MYSELF AND OTHERS
(Attitude goals 1, 2, 3, 4 and 5.)

Unit II. LEARNING BY DOING
(Skills goals 1, 2 and 3.)

Unit III. RULES HELP ME TO GROW
(Citizenship, Law and Government
Knowledge goals 1, 2 and 9.)

Unit IV. PEOPLE AND PLACES, PAST AND PRESENT
(History
Knowledge goal 5.)

Unit V. PLACES THAT SURROUND ME
(Geography
Knowledge goal 8.)

Unit VI. EARNING AND SPENDING
(Economics and Consumer Education
Knowledge goals 6 and 7.)

Unit VII. ONE WORLD, MANY PEOPLES
(Sociology and Anthropology
Knowledge goals 4, 10 and 11)

Unit VIII. PROBLEMS WE LIVE WITH
(Global Issues
Knowledge goal 3.)

Unit I

FEELING GOOD ABOUT MYSELF AND OTHERS

In Unit I, the learner will come to recognize himself as an individual and as a part of a group.

As an individual he will develop a positive self-concept along with the acquisition of values.

As a member of a group he will become aware of and concerned for the rights and well being of others, appreciate various cultures and ethnic backgrounds and will become involved in beginning participation in his society and democratic government.

Attitude goals 1, 2, 3, 4 and 5.

Six Weeks
One-half hour daily

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE a : Show concern for the well-being and dignity of others.

Example: Concern for senior citizens and for parents visiting in the building.

LEARNING ACTIVITY(IES):

1. Ask students to share stories about grandparents, neighbors and elderly people that they enjoy.

   Write a list of things that students do with these older people on the chalkboard. Discuss why activities are pleasurable or what they like about the older person.

2. Write a group letter (similar to an experience story). Recopy on a ditto and help students send the letter to someone.

3. Plan a Parent Day for the classroom. Have student hostesses.

4. Invite a grandparent in to talk about how it was when he went to school.

5. Field Trip: Marie E. Davis Senior Citizen Center. Adopt a senior citizen to visit and help.

6. Nancy Reagan's "Adopt a Grandparent" Program.

RESOURCES:

1. REMC-9 #275446 MP Mandy's Grandmother.
2. Book-Meier, August and Rudwick, Elliott, From Plantation to Ghetto, Hill and Wang, New York, 1976.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 1 : **Develop awareness and concern for the rights and well-being others.**

OBJECTIVE b : **List the mental and physical characteristics we should be aware of in others.**
Example: Special education, gifted, and handicapped.

LEARNING ACTIVITY(IES):

1. Use the Kids on the Block puppets to learn acceptance of handicapped people.
2. Invite the Rainbow traveling group into the classroom to present their program about accepting people of all colors.
3. Discuss various differences in people.
4. Invite handicapped persons into the classroom to discuss their handicaps (wheel chair, etc.) and explain their life-styles and adjustments.
5. Hands-on Activity: Bring in a wheel chair, braces and crutches and explain the function of each.
6. Speaker: Schrader's Medical and Health Supplies.
7. Speaker: Millet Center, Bridgeport.
8. Speaker: Muscular Dystrophy, Cystic Fibrosis, Heart, Cancer, Lung, Multiple Sclerosis.
9. Speaker: Public Health Department Nurse or Doctor.

RESOURCES:

1. REMC-9 #274363 MP What Say? (Hearing).
2. REMC-9 #275970 MP Invisible Children (Handicapped).
3. REMC-9 #275891 MP Everybody's Different and That's OK (Gifted).
4. Pictures

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE I R

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE a.: Identify activities of personal value.

Example: Things children like to do best, favorite holidays, and family fun.

LEARNING ACTIVITY(IES):

1. Each child will make a personal family scrapbook with snapshots and drawings of his family.
2. Make a family tree.
3. Make and display charts of ethnic heroes relating to the background of pupils in class.
4. Read stories about ethnic heroes.
5. Show films about ethnic heroes.
6. Celebrate Black History Week and Cinco di May.
7. Celebrate birthdays.
8. Take a field trip to Hoyt Library's Genealogy Department.
9. Students make individual collages of Things I Can Do, using magazine pictures, drawings, etc.
10. Using butcher paper, the teacher traces large body outline of child and labels it, This Is Me.

RESOURCES:

1. Magazines
2. Family Picture albums
3. Hoyt Public Library, Saginaw
4. REMC-9 MP #274600 I Am How I Feel.
5. REMC-9 MP #274601 I Am How I Look.
6. REMC-9 Art Realia Sculptures.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 2: **Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.**

OBJECTIVE 1: **Show respect for self and one's own heritage and background.**

Example: Identify things children can do well and study one's own ethnic origins.

LEARNING ACTIVITY(IES):

1. Make chart for each child. Under child's name list things s/he can do well. Then list things which peers believe s/he can do well.

2. Children will report on things their parents and grandparents liked to play indoors/outdoors.

3. Read picture books about people of a generation ago (various ethnic groups).

4. After viewing film, filmstrips, and pictures about children in other lands, elicit from students information for retrieval chart:

ETHNIC GROUP	COUNTRY OF HERITAGE
Italian-American	Italy
Afro-American	Africa

5. With black construction paper and a light source, draw outlines of students on construction paper to make silhouettes.

   Make bulletin board of silhouettes with ethnic group labels.

RESOURCES:

1. Minorities Have Made American Great, (Filmstrip), Warren Schloat Productions.
2. Banks, James, Teaching Strategies for Ethnic Studies, Allyn and Bacon, 1979.
3. REMC-9 #032496 SP Children Around the World.
4. REMC-9 #032500 SP Children Around the World (Games).
5. REMC-9 #275799 KT Native American Realia, Kit A.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE c : Identify personal behavior and learning that contribute to feelings of self-worth.

Example: Developing good personal hygiene and sharing knowledge of ones background with others.

LEARNING ACTIVITY(IES):

1. Develop a "Health" unit in which children learn how to keep their bodies clean, how to dress properly, etc.
2. Students can listen to the reading of a book about one of his race's heroes and share knowledge with classmates.
3. Pupils can draw a picture of an important person of his own race. Compile pictures into a class picture book.
4. Teacher read a story about a particular ethnic group and lead pupils in a value-oriented discussion. Choose several books depicting different backgrounds to show the importance of each ethnic group.

RESOURCES:

1. REMC-9 #081404 SP Health and Cleanliness.
2. REMC-9 #081378 FS Health.
3. REMC-9 #032583 SP Children of America-Minority Cultures.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE d : Differentiate between right/wrong, true/untrue, and fair/unfair.

LEARNING ACTIVITY(IES):

1. Teacher creates a simulation to teach a value.*
2. Read stories from Aesop's Fables and discuss the moral of each one.
3. View educational TV programs (WUCM-Delta College) and discuss situations shown.
4. Role-play a situation in which a child does not take his turn or he takes someone's pencil.
5. Tape a real-life situation/problem. Discuss.
6. Teacher reads an open-ended story that depicts a fair/unfair situation and lets the children verbally supply an ending or draw a picture of an appropriate ending.

RESOURCES:

1. *There are some excellent commercial simulations available.
2. Leo the Lop - Book
3. Serendipity - Book
4. REMC-9 #400212 KT Simulation Games for Teachers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE a : Give examples of things which people value.

Example: Families, home, profession, good health.

LEARNING ACTIVITY(IES):

1. Children will draw pictures of all the things that are important to them.
2. Make a collage from magazine pictures showing things that people value.

RESOURCES:

1. Magazine Pictures
2. REMC-9 #060676 FS Family Picnic.
3. REMC-9 #060650 SP Family at Work and Play.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE b : Identify people worthy of emulation and the reasons for doing so

Example: Family members, President of the U.S., teachers, community helpers, local minister.

LEARNING ACTIVITY(IES):

1. First graders can bring in pictures of grandparents. What do you like most about grandmother? Grandfather?
2. Pictures of community helpers. Discuss their roles, responsibilities and outstanding characteristics.
3. Pictures of prominent people in the school and community. Why are these people important in our city?
4. Bulletin board and/or classroom discussion: "What do you want to be when you grow up?"
5. Have the principal or someone else come in and read a story to the class.

RESOURCES:

1. REMC-9 #060775 SP Famous Black Americans.
2. REMC-9 #060754 SF Famous American Women.
3. REMC-9 #036000 KT Community Helpers.
4. Selected poems and other forms of literature.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE c : Identify ways of avoiding behaviors which alienate others.

Example: Be friendly to all classmates, help others, be honest, use good manners.

LEARNING ACTIVITY(IES):

1. On a chalkboard draw two faces, one smiling and the other frowning.

"This makes me happy."

"This make me sad."

Have students respond with examples of experiences that have happened to them that have made them happy, then with experiences that have made them sad.

Examples:

Being included in a game

Having some call me a funny name.

After the listing is made, have the students discuss what could be done to remove the list on the "sad side".

2. Have students dictate a list of ways in which they help one another. Teacher will write the list on chalk board or chart paper for review and discussion.

RESOURCES:

1. Children's stories
2. Children's magazines
3. REMC-9 #271237 MP Values: Playing Fair.
4. REMC-9 #271238 MP Values: Telling the Truth.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE d : Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
Example: Caring for family and friends, worship, need for recreation, family roles, homes, dress, food.

LEARNING ACTIVITY(IES):

1. Display pictures of different places of worship (church, synagogue, mosque and temple). Discuss: "Most people worship in some manner, but in different ways and places."
2. Take a walking tour of the neighborhood and view the differences in homes (size, shape, material, etc).
3. Make menus for different ethnic meals. Teacher and students might prepare a different meal per week. See Many Friends Cooking.
4. Invite a parent in to prepare a meal.
5. Invite a parent in to discuss customs.
6. Have a Dress-up Day or a National Pride Day. Pupils can wear clothing symbolic of their national origin.
7. Display a collection of dolls dressed in ethnic costumes.

RESOURCES:
1. Cooper, Terry Touff and Ratner, Marilyn, Many Friends Cooking, New York: Philomel Books, 1980.
2. Pictures of different types of national dress.
3. REMC-9 #272885 MP Fable of He and She.
4. REMC-9 #275121 MP Food Around the World.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE e : Interacts with others of varying backgrounds.

Example: Accepts all classmates, gets along with others in recreational groups.

LEARNING ACTIVITY(IES):

1. Set aside some weeks for the development of new friends within the classroom. Make a list of the new pairs of friends. Change seating arrangements and work areas to accommodate the new pairs. Provide opportunities for sharing positive reports about the new peer partners.

2. Prepare a program for first graders in a sister school. Write invitations. Plan seating arrangements, greetings and refreshments for them. Present the program. Discuss the results.

3. List the favorite games of children in your room. Choose one game to teach to children in a different room or school. Send a training team (1) to teach the favorite game and (2) to bring back skills for playing another game.

4. Invite a non-English speaking child or adult to demonstrate an art or craft technique that can be learned through imitation.

RESOURCES:

1. REMC-9 #270432 MP People.
2. REMC-9 #275794 KT I Can Read About Indians.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE f : Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic background.

Example: Accept help, play, eat lunch with each individual classmate.

LEARNING ACTIVITY(IES):

1. Have a "Make a New Friend Day" and each student will talk to a different person in the classroom, lunchroom, or playground.
2. Assign children to work in pairs as helpers to each other. Change partners monthly or at semester break.
3. Make a "Friendship Book". Draw a picture of each person in the room. Include in book.

RESOURCES:

1. REMC-9 #276316 KT Character Education Curriculum, Kit Level A.
2. REMC-9 #032576 SP Children of Africa.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE a.: Accept the rights and responsibilities of classroom citizenship.

Example: Learn Pledge of Allegiance, follow classroom and school building rules.

LEARNING ACTIVITY(IES):

1. Distribute the Assertive Discipline Rules and Consequences to each child. Discuss the importance of each rule.
2. Have pupils draw pictures showing safety rules.
3. Display the flag and learn the Pledge of Allegiance. Each child can take a turn to "lead" the Pledge.
4. Draw our flag. Display flags on bulletin board.
5. Make a list of patriotic terms to learn.

RESOURCES:

1. REMC-9 #273622 MP Rules, Laws and You.
2. REMC-9 #161352 RD Patriotic Songs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 1

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE b. : Participate in the making of rules for classroom and school.

Example: Discuss pros and cons of rules children suggest, then vote.

LEARNING ACTIVITY(IES):

1. Have the students think about behaviors that are good for everyone. Ask questions such as "What is a good thing for each of us to do when we first get to school?" What are some good things to do once we are in our seats?"

   Make a list of the students' responses, add some of your own if you feel important behaviors have been omitted. Have the students talk about each behavior and why it is good. Make a chart that includes the behaviors you and the students feel are important as well as good. Call these your class rules for good behavior.

   Offer to share the list with others to form school rules.

2. Post Assertive Discipline Rules.

RESOURCES:

1. REMC-9 #032480 SP Children and the Law.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE c : Respect the right of all to present different points of view in the classroom.

Example: Respect whatever a classmate may say without interruption or ridicule.

LEARNING ACTIVITY(IES):

1. Glasser Class Meetings give children training in speaking in group situations.
2. Class discussion on how to behave when someone else is speaking.

RESOURCES:

1. Teacher reference: Roberts Rules of Order.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 5 : **Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE a : **Identify responsibilities people have to their communities.**

Example: Respect community leaders and laws, keep community clean, vote.

LEARNING ACTIVITY(IES):

1. Have each student observe litter in a specific setting over a period of time and report to the class. Discuss how and why the litter occurs, and the time and cost of removing it.

   Ask groups of students to suggest ways to encourage individuals to prevent litter, concentrating on the school and home.

2. Make a list of community leaders in Saginaw.

   Obtain pictures of them.

3. Invite community leaders to speak in the classroom. Ask them to talk about their responsibilities.

RESOURCES:

1. Pictures
2. Speakers list-Saginaw Public Schools
3. REMC-9 #274495 MP Community Keeps Healthy.
4. REMC-9 #036080 FS Community Life.
5. REMC-9 #275118 MP Community-People Share A Place.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 R

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE h : Exhibit characteristics of a good leader and citizen.

Example: Honesty, follows rules, votes, helps needy, is involved.

LEARNING ACTIVITY(IES):

1. Make a class list or chart of things/attributes which make a good leader.

*2. Take a field trip to see a leader(s) in action. Describe the observed leadership characteristics.

RESOURCES:

*1. Rueben Daniels, Director, First Ward Community Center.
*2. Manager, MacDonald's Restaurant.
*3. Manager, Buena Vista Township.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c. Participate in the making of rules for the classroom.

Example: Suggest rules, participate in discussion, vote, follow rules.

LEARNING ACTIVITY(IES):

1. Ask students to name a routine practice of their households which helps get essential work done (e.g., cleaning, laundry, shopping routines, lessons and activities schedules). In general, discussion of the different ways families manage their errands and chores; help students recognize the value of reasonable systems and procedures by saving time and reducing "hassle".

2. Have groups of students suggest rules and procedures for the classroom which would reduce the time required for regular tasks. Develop a plan with the class in which qualifications for leaders are spelled out and students will be elected to assume responsibilities as appropriate.

RESOURCES:

1. Family Values, Filmstrip, cassette and game from Scholastic Magazine and Book Service (S,T).
2. How to Turn Up into Down into Up, by Louise Armstrong--Book from Voyager Books, $1.95 (S).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 1 I

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d : Identifies inequities and/or injustices in classroom or peer-group activities.
Example: Taking turns on playground, cutting in line, taking others' belongings.

LEARNING ACTIVITY(IES):

1. Draw pictures showing pupils using playground equipment properly.
2. Role-play a child cutting in line in front of the drinking fountain. Ask "Is it right for Jane to do that? Why?"

RESOURCES:

1. REMC-9 #274437 MP Respecting Others Game.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit II

LEARNING BY DOING

In this unit, the student will be working toward three main goals. They are:

(1) to gather, analyze, synthesize, and present information.

(2) to develop the skills necessary for participation in society and governments both as an individual and as a member of a group and

(3) to make decisions.

With these goals in mind, the child will use a variety of senses, methods, activities and experiences geared to help him reach his optimum level of achievement.

Skills goals 1, 2 and 3.

Three Weeks
One-half hour daily

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE a. : Use a variety of senses to obtain information.
Example: Observe people, listen to news, feel/touch artifacts, taste foods, smell effects of pollution.

LEARNING ACTIVITY(IES):

1. Have students bring a cardboard box to class. Look for pictures that tell about items they like to:

   touch
   smell
   taste
   see
   hear

   Organize the pictures into categories, on the sides and the top of the box. Paste pictures that tell about one of the senses on each part of the box. Trade boxes when finished to learn about the likes and interests of other students.

2. Bring an object (objects) to class. Ask students to utilize all their senses to obtain information about the object. Work in small or large groups depending on the object used (coconut or apples). Develop a chart of the information gathered.

RESOURCES:

1. Newspapers
2. Magazines
3. Household objects

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE b : Understand that perceptions of the same object or event may differ from person to person.

Example: People "see" the same object or event but react differently.

LEARNING ACTIVITY(IES):

1. Show a picture containing various objects to the class. Ask the children to study it for a full minute. Take the picture away and ask what they remember. Discuss how and why people remember in different ways.

2. Use a "Feely Box" (milk carton with stocking top). Fill it with objects; identify the objects inside, by feeling them.

RESOURCES:

1. Household objects for "feely box".
2. REMC-9 #162366 ML Perception Box.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE c : Choose appropriate sources for information desired.

Example: Dictionary, encylopedia, atlas, globe, maps, periodicals, books and magazines.

LEARNING ACTIVITY(IES):

1. Read two stories that deal with the same topic, such as bears. After reading, ask the children to decide which had the real information (facts) and which contained unreal ideas.

2. Have a collection of different types of resource books in the classroom. Discuss the kinds of information found in each book.

3. Allow the students time to browse through the resource books. Then, play a game of asking, "In which book will I find....?"

RESOURCES:

Dictionary	Cookbook
Atlas	Newspaper
Encyclopedia	Magazine
Reading Book	Telephone Book

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE d : Obtain information from a variety of appropriate sources.
Example: City library, school library, museums, resource people.

LEARNING ACTIVITY(IES):

1. Hoyt Library - Invite librarian in to explain what the library has to offer first graders. Then take a trip to the library to get library cards and take tour of the library.

2. Saginaw Art Museum - take trip to participate in their children's art program which is open to Saginaw Schools with free transportation.

3. Saginaw Historical Museum - take tour through varied displays that they offer throughout the year.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE e : Translate information from one form to another.

Example: Construct a graph, draw a map, write a story from written data.

LEARNING ACTIVITY(IES):

1. Have the children interview parents about the state (states) in which they grew up. Display a map of the United States and have each child mark the state in which his parents grew up with a piece of yarn.

2. Make a list of the colors of shoes worn by the children on a given day. Count the numbers of children wearing each color. Record. Make a bar graph to show the data.

3. Mark off a section of the sidewalk for making a map of the playground. Use pebbles, twigs and paper silhouettes to represent trees, shrubs and playground equipment. Place the symbols on the sidewalk map.

4. Have the children write a story about their mapmaking experience, in #3, above. Illustrate the story.

RESOURCES:

1. Map of the United States.
2. Graph paper (1" size).
3. REMC-9 #270412 MP Maps and Landmarks.
4. REMC-9 #270430 MP Maps of Our School.
5. REMC-9 #131472 FS Maps: What They Are.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE f : Draw conclusions.
Example: Group discussions, write an ending, or draw an illustration to show a possible conclusion.

LEARNING ACTIVITY(IES):

1. Read a story and devise another ending.
2. Watch an open-ended film and discuss conclusions that individuals have pulled from it.

RESOURCES:

Films
Children's library books; Fairy Tales; Aesop's Fables.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a.: Presents own ideas.

Example: Class participation, peer group activities.

LEARNING ACTIVITY(IES):

1. Put together a Class Book with each child contributing his page to it.
2. Write a story or poem together with each child expressing his idea about it.
3. Children sit in the "Magic Circle," a problem is presented them, and each presents his own view.

RESOURCES:

1. "Magic Circle" Materials

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 2: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE h: Listen and respond appropriately.
Example: Pay attention, wait one's speaking turn, stick to main idea, speak clearly.

LEARNING ACTIVITY(IES):

1. Have students listen to a story read by teacher, or to a taped narration about life in another country.

   As a class, respond orally to a list of questions on chalkboard, or experience chart paper.

   Other taped subjects: famous persons, Indian history.

2. Puppetry: Children act out a favorite tale using puppets.

3. Memorize a short poem.

4. Choral Reading: "The Old Woman Who Swallowed a Fly." Attend to enunciation, key words and solo parts.

5. Use finger plays to encourage children to take speaking turns, to practice variations in interpretations and to role-play.

RESOURCES:

1. REMC-9 #271236 MP Values-Cooperation.
2. REMC-9 #196167 CT Speech Helpers and Listening.
3. REMC-9 #125694 SF Listen-There Are Sounds Around You.
4. REMC-9 #124472 ML Life-size Puppet.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c.: Solicit clarification from others when needed.
Example: Ask for help, question the speaker.

LEARNING ACTIVITY(IES):

1. One good student (per day, per week) is chosen so that children can freely ask for help if needed.
2. Place a question box in the classroom. Encourage children to submit questions to the teacher or a resource person.
3. Establish a system for alerting speakers that a listener has a question (raised hand, thumb up). Encourage speakers to attend to the questions appropriately.

RESOURCES:

Large box for questions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d. : Encourage others to express themselves.
Example: Accept others' views, listen politely.

LEARNING ACTIVITY(IES):

1. Show pictures (scenes) of selected situations. Ask students to respond to the following questions:

   a. What is happening in the _____?

   b. What probably happened before this?

   c. What will probably happen next?

   Discuss responses.

RESOURCES:

1. Scenes from magazines
2. Slides
3. Newspapers
4. REMC-9 #271591 SF Express Yourself-Little Red Computer.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e . Recognize and permit the expression of different opinions, beliefs, and ideas in a group.

Example: Listen openmindedly, discuss, offer speaking turns to all.

LEARNING ACTIVITY(IES):

1. Compose an "I Think" or "I Believe" Chart to display in the room with children's ideas written on it.
2. Hold a Glasser Class Meeting on a specific subject.
3. Use the Magic Circle technique on a specific topic.

RESOURCES:

Poster board
Chart paper
Markers

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : Make decisions.

OBJECTIVE a : Recognize the occasion of need for decisions.

Example: Group control, accomplishment of goals.

LEARNING ACTIVITY(IES):

1. Have the class conduct a market survey and select a money raising project. Prepare and sell the item selected. Decide what to do with the money raised, and evaluate the entire project. How many decisions were made? Why?
   Simple food product, such as:
   - No-bake cookies
   - Rice cereal treats
   - Popcorn
   - Fudge

RESOURCES:

1. Developing Decision Making Skills, by Kurfman, from the National Center for Social Studies Yearbook (T)
2. How to Turn Lemons into Money, By L. Armstrong, from Harcourt, Brace, Jovanovich (S)
3. REMC-9 #274344 MP Choosing What To Make.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : Make decisions.

OBJECTIVE b. : Analyze the problems.

Example: State problem in own words, decide whose problem it is and decide who can help to-solve it.

LEARNING ACTIVITY(IES):

1. Bring in magazine or newspaper pictures depicting a problem and let class discuss the problem and give probable solutions to it.
2. Use Glasser Class Meetings to work on a school problem.
3. Use Magic Circle strategies to work on an emerging problem.

RESOURCES:

1. REMC-9 #274530 KT Inovat (A Simulation Game).
2. REMC-9 #086006 MP How To Solve A Problem.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : Make decisions.

OBJECTIVE c. : Identify alternative courses of action.

Example: Defer a decision, take immediate action.

LEARNING ACTIVITY(IES):

1. Ask children if they have ever been in a situation where they did not know what to do and have them tell about how they made their decision.

2. Draw a picture of a person in a difficult situation and then draw a picture of him after decision making has taken place and he has made a wise decision.

RESOURCES:

1. REMC-9 #273453 SF Self-Sufficieny-Paul Does Something Brave.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : Make decisions.

OBJECTIVE d : Identify related values and goals.

Example: Getting work finished and earning play time; running an errand and getting an extra cookie.

LEARNING ACTIVITY(IES):

1. Set up a classroom store, Give children set amounts of money to spend-make wise choices as to purchases. Additional turns in the store can be granted as reward for getting other work finished.

2. Set up a nutrition learning center featuring four basic food groups. Have children decide the make-up of a good meal(s).

3. Class sets up a popcorn business which they follow through from the purchase of popcorn and butter to the bagging, sales and counting of proceeds. Workers make decisions about the value of eating as they work versus having more to sell and collecting more money.

4. Arrange an assembly line for the collating and covering of books, for assembling model cars or making doll dresses. Check on speed and accuracy. Which is more important, quantity or quality? Why?

RESOURCES:

1. Play money, empty food cans and boxes, food pictures.
2. Dairy Council Nutrition Materials
3. REMC-9 #275529 MP Eat for Health
4. REMC-9 #073289 SF Good Health Habits-Your Food
5. REMC-9 #275161 MP Going Into Business

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : Make decisions.

OBJECTIVE e : Make a choice of alternative course of action or some trade-off among them.
Example: Work now-recess later; save now for deferred family pleasures, such as trips, college.

LEARNING ACTIVITY(IES):

1. Establish a class bank using play money to solve imaginary but realistic savings problems.

2. Creative Writing (2nd Semester)
-Do I need a new bike for Christmas
or should I wait until _____

3. Glasser Circle (discussions on wise decision-making).

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : **Make decisions.**

OBJECTIVE f : **Develop strategies to carry out the approach.**
Example: Helping each other, peer group activities.

LEARNING ACTIVITY(IES):

1. Assign students a reading partner (match a high achieving student with a low achiever).
2. Organize the students for the development of a mural which shows a family or school group at work.
3. Hold a classroom clean-up day for the building. Assign groups to various areas to clean.

RESOURCES:

1. Large chart paper, poster paint, crayons.
2. REMC-9 #125902 MP Litterbug.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3.: Make decisions.

OBJECTIVE 8 : Apply the approach in making a decision or solving a problem.

Example: Take appropriate action, as planned.

LEARNING ACTIVITY(IES):

1. Plan a class lunch to be eaten in the room where children are helping each other to prepare a salad, dessert, beverage.
2. Prepare a Mother's Day Tea and invite mothers to enjoy class prepared cookies and tea.

RESOURCES:

1. Use any Children's Recipe Book or use recipes brought from home by children.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 1 R

GOAL 3 : **Make decisions.**

OBJECTIVE b. : **Reevaluate and reformulate the process if goals are not met or new information is introduced.**

Example: Discuss outcome, choose another approach if necessary.

LEARNING ACTIVITY(IES):

1. Stress the seriousness of Fire and Tornado Drills and the effects of not following the stated rules. Practice until appropriate procedures are learned.

2. Invite a fireman from the local fire department to speak. Re-evaluate classroom fire drill procedures using new information presented. Modify, if needed.

3. With help of parent(s) have each child fill out a chart showing the fire excape route out of his home. Plan a time for the charts to be brought back to school and shared with classmates. (Parent involment.)

4. Develop a fire alarm game, using each desk as a home. Select firemen. Use a bell to indicate the house which is on fire. Have the neighbors practice reporting the fire by telephone. How quickly can the firemen locate the fire?

RESOURCES:

1. REMC-9 #273327 MP Fire-Make A Wish.
2. REMC-9 #062470 SP Fire Prevention.
3. REMC-9 #272233 MP Tornado.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit III

RULES HELP ME TO GROW

In Unit III, the learner will be introduced to the structure and function of laws in a democratic government.

He will come to know the freedoms, rights and rules that are the make-up of a good citizen and what to do when these rights conflict with another's welfare.

Citizenship, Law and Government
Knowledge goals 1, 2 and 9.

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE a : Identify some of the rights and liberties guaranteed in the United States Constitution.

Example: Free to live, work, play, worship, as we want.

LEARNING ACTIVITY(IES):

1. Bulletin board display: Children collect pictures of things that they can do in our country.
2. Collect pictures of different places of worship (temple, church, synagogue, mosque) and discuss freedom of worship.
3. Play record and read book, "Free to Be You and Me," by Marlo Thomas.
4. Correspond with a pen pal from another country and share likenesses and differences. (See Resource #2, below, for addresses.)

RESOURCES:

1. Pictures
2. School and Classroom Program, People-toPeople, 2401 Grand Avenue, Kansas City 8, Missouri.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE b : Understand situations in which rights have been denied individuals within the classroom.
Example: Special education classes miss classroom work; bus riders cannot participate in play practice; boys' sports differ from girls' sports.

LEARNING ACTIVITY(IES):

1. Class discussion: Should children who go out of room with another teacher be required to make-up the work they missed when out?

2. Should the girls' softball team be cancelled because of lack of girls to make up a team? What are some alternatives?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL i : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE c : Understand that an individual's rights may conflict with those of another individual or with the general welfare.
Example: Rights have limits-everyone must wait his turn before speaking.

LEARNING ACTIVITY(IES):

1. Class discussion. "Proper Behavior with a Substitute Teacher."
2. Sharing time for giving everyone a chance to speak about a story they have written or read, an educational T.V. program they have watched.
3. Show and tell time in which each child has the opportunity to speak about what he has brought in.
4. Weekly Reader-Buddy Bear's Weekly Citizenship Letter to discuss with class.

RESOURCES:

1. My Weekly Reader
2. REMC-9 #085356 MP How Quiet Helps At School.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes of rules in the classroom and games.

Example: To learn good sportsmanship, to facilitate learning, to protect safety of persons.

LEARNING ACTIVITY(IES):

1. Set up a table with blocks in the center of the room. Allow one child to go to the table to begin building a house. After a few minutes, let others go to the table and join until everyone is trying to build.

   This activity should point out that as long as there was only one person at the table, there was no conflict. When other people came to play with the blocks, however, rules were needed to ensure fair treatment for all persons.

2. Discuss with students other classroom and /or game rules. Have them give reasons why rules are needed.

RESOURCES:

1. REMC-9 #191216 MP Schools and Sharing: Let's Share a Seesaw.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how rules can be changed.

Example: Appeal a rule and then vote; some rules are set and cannot be changed.

LEARNING ACTIVITY(IES):

1. Each child makes a list of his own family's rules. Which ones can be changed (appealed)? Can bed time be changed? Can child play outside longer in the summer?

2. (Second Semester) Using a large chart, teacher will write the classroom rules and pin to bulletin board. Next, ask the children which rules can be changed and which cannot. Teacher places a check mark next to rules which can be changed. Class discusses these changes. Teacher re-writes new rules on another large sheet of chart paper.

3. Hold a class election and elect class officers.

RESOURCES:

1. REMC-9 #273622 MP Rules Law and You.
2. REMC-9 #0600520 MP Families and Rules.
3. Assertive Discipline Rules.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Know various reasons for school rules and how they are made.

Example: To teach responsibility and protect ones safety; some rules are voted upon, others are made by those in authority.

LEARNING ACTIVITY(IES):

1. Divide class into 2 groups. One group presents rules that teach responsibility and the other group presents the rules which keep us safe.

   Each group works on a large mural to illustrate the rules of its group. Display in classroom or hall.

2. Class discussion: "Who makes the rules in our school?" (School board, superintendent, principal, and teachers).

3. Invite principal into room to discuss building rules.

RESOURCES:

1. REMC-9 #191088 SP School Safety.
2. REMC-9 #274398 MP School Safety.
3. REMC-9 #191200 MP Schools and Safety: David Won't Be Here Today.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE b : Identify similarities and differences between decision-making in the home and school.

Example: Heads of home and school make rules, children participate in some; rules about responsibilities individual and group behavior.

LEARNING ACTIVITY(IES):

1. Invite the principal in to discuss school rules and a mother, father, older brother or sister to come in to evaluate family rules with the class.

2. Perhaps the children can request that their parents hold at least one Family Council Meeting during which the family's rules are analyzed. (Basically, children have the right to take part in family conversations.)

RESOURCES:

1. Principal, family members as speakers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE C : Understand that parents, teachers and principals are responsible for enforcing rules.

LEARNING ACTIVITY(IES):

1. Anaylze and compare the roles of the principal, teacher, and parent in enforcing rules.
2. Make a Rule Book-individual and class.

RESOURCES:

1. Drawing paper, construction paper, crayons, pencils.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit IV

PEOPLE AND PLACES, PAST AND PRESENT

Every student needs to know basic facts about the history of his community, state and country and also have knowledge of other cultures. In addition, the learner needs to know the present state of affairs as it relates to his own and other cultures. The purpose of Unit IV is to aid him/her in the pursuit of this knowledge.

History
Knowledge goal 5.

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know some basic historical facts related to the development of the United States.

Example: Knowledge of modes of migration into Saginaw and awareness of themes (personalities).

LEARNING ACTIVITY(IES):

1. Define 'transportation' as a method of getting from one place to another. Show films, filmstrips and selected pictures or have children read trade books dealing with the development of transportation.

   Assist students in listing the different methods of transporting:

   -by foot (walking)
   -by car
   -by boat
   -by train
   -by plane
   -by horse, etc.

   Have them illustrate one or two ways of 'transporting.' Make a class book of the illustrations.

2. Patriotic Songs: Star Spangled Banner, Black National Anthem, Lift Every Voice and Sing, Battle Hymn of Republic.

3. Observe: National Holidays and Birthdays (Cinco De Mayo, Lincoln, Washington, Martin Luther King, and Columbus).

RESOURCES:

1. REMC-9 #190656 SF Saginaw's Children's Zoo.
2. REMC-9 #133696 TR Michigan Indian Tribes.
3. REMC-9 Art Realia Sculptures.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE b : Understand terms such as town, city, urban, rural, suburban.

Example: A city is the center of it's out-lying areas.

LEARNING ACTIVITY(IES):

1. Show filmstrips or present pictures of a town, a city, and a village. Have students list features about each that are similar or dissimilar.

   Lead students to observe that population and services are main differences.

2. Discuss definitions, having students relate to term(s) which describes where they live.

3. Display a City of Saginaw map and locate child's home, downtown area, suburban area, etc.

4. Have children find out where their parents were born and list on a chart under Town, City, Urban, etc.

5. Make a model of the community (diorama).

RESOURCES:

1. Town-Chesaning; City-Saginaw; Urban-Saginaw; Rural-Frankenmuth; Suburban-Saginaw Township.
2. Saginaw Historical Museum-Model of Community (diorama).
3. Maps.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on family life and the community.

Example: Computers, microwave ovens, TV sets, video discs, automatic bank-tellers and charge cards.

LEARNING ACTIVITY(IES):

1. With students, discuss definition of "tool." Present chart similar to one below:

Name of Tool	Use
wagon	
can opener	
comb	
pencil	
hammer	
washing machine	
television	

2. Have students suggest or bring in pictures of other tools that impact on family life or community.

3. Have a person come in to demonstrate a computer and involve students as well as parents in its opetation.

RESOURCES:

Dictionary
Magazines
Newspapers

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : Understand that not all families are alike in structure.

Example: Single parent, two-parent or extended family; grandparent as household head.

LEARNING ACTIVITY(IES):

1. Have students draw pictures of their families. Have family members labeled, i.e.,

   -mother
   -father
   -brother
   -sister, etc.

   Students will share pictures and narration of pictures with class.

2. Inforamtion about families should be entered on retrieval chart:

Number in Family	Family Members
3	mother, father, son
3	father, son, daughter

   Note differences in family structures.

3. Child draws a picture of his home and explains it to class.

RESOURCES:

1. Family Feelings, (filmstrip), Learning Corporation of America.
2. Families are Different and Alike, (slides), Coronet.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE f : Identify occupations, careers, community helpers.

Example: Teachers, security guards, mailmen, bus drivers and crossing guards.

LEARNING ACTIVITY(IES):

CAREERS

1. Ask students to cut out or draw pictures of:

   a bank
   a supermarket
   a department store
   a post office
   a fire station
   a school
   a hospital
   some other place of work

2. Make group charts such as:

School	Hospital	Bank
Super Market	Post Office	Fire Station

   Under each picture, have students list workers that are found in that building.

3. Children can make a variety of hats (Grocer, Postman, Fireman, Nurse, Restaurant Worker, etc.) to wear, or display on bulletin board, and tell about that occupation.

4. Walk to neighborhood grocery store, church, etc., and have workers tell children what their jobs are.

RESOURCES:

1. REMC-9 #162262 SF People We Know.

USE BACK OF SHEET FOR VOCABULARY AND CONCEPTS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Give examples of change in communities.
Example: Families move and school enrollments change, more people shop in the malls than downtown.

LEARNING ACTIVITY(IES):

1. Show photographs of what Saginaw used to look like and discuss what has happened to make it change.
2. Bring in a person who attened the local school years ago and ask him to tell the class what the school looked like and what the curriculum, lunchroom, etc., were like.
3. Take a field trip to the Saginaw Historical Museum.
4. Make a bulletin board display of 'Moving Day.'
5. Take comparison bus trips to observe the decline of downtown Saginaw, the growth of businesses along Bay Road and the development of the Fashion Square Mall.

RESOURCES:

1. Old newspaper articles and pictures of Saginaw.
2. Resource speaker about life in old Saginaw.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit V

PLACES THAT SURROUND ME

In Unit V, the learner will familiarize himself with the natural resources in his local community.

Our environment and societal structure influence everyone's basic needs. The learner will realize his role in the usage and upkeep of the environment as an important future role.

Geography
Knowledge goal 8.

Three Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
Example: Solar energy, drinkable water, fertile soil.

LEARNING ACTIVITY(IES):

1. Show, with various stages of development how a tree provides wood which can be made into many different products. Show a cross-section of a log, a piece of '2 x 4', a wooden spoon, chair, paper, and other wooden products.
2. Make a "Smoky Bear" poster and dramatize its message.
3. Show film "Forests to Furniture."

RESOURCES:

1. National Parks, Northwest Regional Office, 143 A. Third St. Philadelphia, PA 19106.
2. Sale, Larry L., and Lee Ernest W., Environmental Education in the Elementary School, New York: Holt, Rinehart and Winston, Inc., 1972.
3. Department of Natural Resources, Lansing, MI. 48909.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand the influence of the natural environment on human beings .

Example: Appropriate dress in Michigan weather, light eating in warm weather and leisure activities.

LEARNING ACTIVITY(IES):

1. Show pictures of floods, tornadoes, hurricanes as examples of weather. Discuss and illustrate why buildings cannot be built on mountains and swamps. Illustrate the importance of water to people living in cities and the country.
2. Paste pictures of food on paper plates to illustrate (a) a summer meal and (b) a winter meal.
3. Dress paper dolls for fun at the park (a) in the winter and (b) in the summer.

RESOURCES:

1. United States Department of Commerce, Environmental Science, Services Administration, Washington, D.C. 20402.
2. Environmental Quality, Consumers Power Co., 212 W. Michigan Avenue, Jackson, MI 49201.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 8 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand how societal actions and decisions affect the natural environment.

Example: Industrial pollution of the Saginaw River makes it unfit for food/fish and recreational swimming; litter along the highways, interferes with hiking, biking, and driving.

LEARNING ACTIVITY(IES):

1. Help students understand what it means to change the landscape. When acres of farm land are converted into a shopping mall, what happens to the soil, plants, and animals? (Fashion Square Mall)
2. Clean up the school grounds and playground of litter.
3. Make posters to display in halls - "Anti-Litter".

RESOURCES:

1. Adams, Ansel and Newhall, Nancy. This is the American Earth. A Sierra Club/Ballantine Book, 1970.
2. Day, Gary & Al. You and the Environment. Boston: Houghton Mifflin Company, 1976.
3. Grossman, Mary Louise, and Grossman, Shelly, and Hamlet, John N. Our Vanishing Wilderness. New York: Grosset & Dunlap, 1969.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : **Understand that a natural environment can serve varied needs.**

Example: The Saginaw River is used for fishing, boating and transporting goods to industry; parks provide recreation and aesthetic beauty.

LEARNING ACTIVITY(IES):

1. Take a trip to a park for a two-fold reason: (1) hike to find specimens of nature to take back to the classroom for study and (2) have a leisurely picnic lunch.
2. Gather books on the Saginaw River for background study.
3. Draw a mural showing the ways in which we use our area rivers.
4. Collect magazine pictures showing how man uses rivers (boating, water-skiing, transporting goods, etc.).

RESOURCES:

1. Hoyt Library
2. Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Recognize the potential of various societies to use and abuse the natural environment.

Example: Water pollution does away with swimming and fishing: littering makes State Parks less desirable.

LEARNING ACTIVITY(IES):

1. Visit the City Water works.
2. Field trip to the Waste Treatment Plant.
3. Plan nature trips to observe proper use and misuse of Ojibway Island; the Saginaw River, and the State Park at Bay City.
4. Pupils can construct a miniature park using a sand box (Twigs for trees, etc.).
5. Arbor Day-each child will plant a seedling for later replanting at home.

RESOURCES:

1. REMC-9 #140390 FS Natural Resources of Michigan.
2. REMC-9 #140442 TR Nature (Musical Selections).
3. REMC-9 #140572 RD Nature Songs: Singing Science Records.
4. REMC-9 #140598 FS Nature's Art.
5. Magazines: National Geographic, Ranger Rick, American Forests.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 1

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Locate important natural features and resources within the community.

Example: The Saginaw River, Saginaw Bay, Cass River, Tittabawassee River and Shiawassee River.

LEARNING ACTIVITY(IES):

1. Take a field trip to Shiawassee Flats to observe the migration of birds.
2. Draw a picture of the Saginaw River and discuss its importance to Saginaw.
3. Take a field trip to the Saginaw Bay where there is a Nature Hike and Wildlife Museum - native birds and animals can be studied.
4. Field trip to Hartley Nature Camp.
5. Field trip to Green Point Nature Center.

RESOURCES:

1. Encyclopedias "R" - rivers; "B" - birds.
2. REMC-9 #274573 MP Birds: How We Identify Them (Rev).
3. REMC-9 #274092 MP Birds in the City.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VI

EARNING AND SPENDING

The two main objectives of this unit, (1) to understand economics and economic systems, and (2) to understand how to be an effective producer and consumer of goods and services, are aimed at developing children's consumer skills.

There is a wealth of planned activities such as taking shopping trips, comparing quality and prices, budgeting an allowance, running a classroom business, etc.

At the end of these activities, the learners will be able to state basic facts and display specific consumerism skills.

Economics and Consumer Education
Knowledge goals 6 and 7.

Six Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand factors that influence economic behavior.

Example: Jobs bring money for food, clothing, shelter and payment of bills; lack of jobs creates needs vs. wants.

LEARNING ACTIVITY(IES):

1. Have students bring two pictures to class. One picture should show something the family needs and one picture something the family wants.

   Put on chalkboard, "Things Our Families Want" and "Things Our Families Need."

   Have each student, one at a time, bring up two pictures and tell the class what heading each picture would go under.

   Stress that all people have certain basic needs: food, air, clothing, water, and shelter. Discuss the concept that needs and wants differ and that most people "want" more than they can obtain. Also, discuss that "needs" must be filled before "wants" are filled.

2. Class discussion about jobs. Each pupil will tell what their parents do for a living.

3. Shopping activity with newspapers: "If you had $5.00, what would you buy?"

4. Role play what you would need if you were:

   a. Stranded on a desert island,
   b. Crash landing on the moon,
   c. Lost in snowstorm,
   d. Lost in wilderness.

RESOURCES:

1. REMC-9 #271846 MP Jobs in the City: Construction.
2. REMC-9 #271847 MP Jobs in the City: Distribution.
3. REMC-9 #271845 MP Jobs in the City: Manufacturing.
4. REMC-9 #271844 MP Jobs in the City: Mass Media.
5. REMC-9 #271878 MP Jobs in the City: Medical and Health.
6. REMC-9 #271888 MP Jobs in the City: Services.
7. REMC-9 #271843 MP Women at Work.
8. REMC-9 #274891 KT Economics for Primaries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE b : Identify monetary units (coins, dollars).

Example: Identify and value these coins: penny, nickel, dime, quarter, half dollar, and dollar.

LEARNING ACTIVITY(IES):

1. Make a drawing of a coin slot machine from which gum balls, rings, jaw breakers and other tiny objects can be purchased. Show cost of each item.

   Explain to the students that money is used as a medium of exchange - - that money can be used to buy something that you want. Each time you buy something, you exchange money for that item (or service).

   Have students use the appropriate toy coins to "make purchases" from the machine.

2. Make bulletin board display of coins.

3. Set up a play store. Have children "purchase" several small items, such as a ball for 25¢.

RESOURCES:

1. Play money.
2. Consumer Economics Education-Curriculum Guide: PROJECT SPICE, Grades K, 1 and 2, School District of the City of Saginaw.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Identify similarities and differences in how children obtain and use money.

Example: Allowances; odd jobs, such as mowing lawn, walking dog, emptying trash; buying candy, shirts and field trips.

LEARNING ACTIVITY(IES):

1. Ask students how they obtain money (allowance, jobs around house), and write responses on chalkboard. It might help to include how brothers/sisters obtain money.

2. Have students bring in empty cereal boxes, old toys, pencils or other items to "sell." If prices are not on these items, have students make up prices for which they would sell the items.

   Teacher should provide play money or students can make the play money.

   Have the students take turns buying and selling the items.

   Ask students to list why they bought or did not buy certain items. You might discuss that purchases are based on personal values, needs, wants.

   It would also be of interest to discuss why different people are willing to pay more or less for the same item.

RESOURCES:

1. REMC-9 #013300 RD All About Money.
2. REMC-9 #270481 MP Day In the Life of a Dollar Bill.
3. REMC-9 #060442 MP Families and Jobs.
4. Consumer Economics Education Curriculum Guide: PROJECT SPICE, Grades K, 1 and 2, School District of the City of Saginaw.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.
Example: T.V. commercials, store displays, newspaper ads, magazines.

LEARNING ACTIVITY(IES):

1. Newspaper activity: Using a section of the paper, have children compare regular prices of several items with the sale prices.
2. Comparison shopping: Compare a jar of brand-name peanut butter with a non-branded (generic) jar of peanut butter. Spread on crackers. Talk about taste differences, consistency, spreadability, etc.
3. Class discussion: Talk about the commercials seen during Saturday morning cartoon shows.
4. Magazine activity: Discuss advertisements. Make a class collage of advertisements on large chart.
5. Super market shopping: Draw pictures of super market candy displays, showing arrangement and general location.

RESOURCES:

1. Newspapers.
2. Magazines.
3. Various household items for price comparisions.
4. REMC-9 #270852 MP Consumer Homemaking.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and unlimited wants.

Example: Families have a limited amount of money to spend for movies, extra clothing, eating out, and other extras, such as Christmas and birthday lists.

LEARNING ACTIVITY(IES):

1. Pupils will make a "Family Book" showing pictures of things the family as a whole needs.
2. Ask pupils to have parents talk to them about the family budget.
3. Read poem I Found a Box. Then gift wrap a large box and have students draw pictures of what they wish was inside and for whom.
4. Have pupils make birthday and Christmas lists. Then chose only 1 or 2 items from each list. Discuss the reasons for the choices.
5. Have discussion about things their families have recently bought. Then have them tell why they bought the things. Were the old ones broken, or old, or did they just want a new style?
6. Role play "The Family on Pay Day."

RESOURCES:

Magazines
Catalogues

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.

Example: Newspaper ads, T.V. commercials, looking through catalogues, shopping trips, and talking to friends help one when considering purchase.

LEARNING ACTIVITY(IES):

1. Take a field trip to a neighborhood store to make a purchase. Compare brands in store.
2. Compare the cost of an item in several ads in a newspaper.
3. Ask a friend's advice for making a purchase.
4. Show film Kingdom of Could Be You. Discuss.

RESOURCES:

1. Catalogues
2. Newspapers.
3. REMC-9 #270840 MP Kingdom of Could Be You.
4. REMC-9 #192704 FS Shopping for Groceries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.
Example: Misleading advertising, bait and switch, fake reproductions, illusions in packaging.

LEARNING ACTIVITY(IES):

1. Show film Deceptive Sales Practices. Explain and give examples of each kind of deception.

RESOURCES:

1. Book - It's Not Fair, by Bobyn Supraner.
2. T.V. commercials.
3. Newspaper advertisements.
4. REMC-9 #270842 MP Marketing and Distributing.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VII

ONE WORLD, MANY PEOPLES

In Unit VII, the learner will be introduced to the organization of human society. He will be taught to be objective and fair in his understanding of the diversity in cultures, customs, beliefs and values that are different from his own.

He will begin to understand the relationships of individual and group roles in participation in school and extracurricular activities.

Sociology and Anthropology
Knowledge goals 4, 10 and 11.

Six Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: People who live near water eat lots of fish; those who live in wooded areas use lumber to build their homes; desert people use adobe for their homes.

LEARNING ACTIVITY(IES):

1. On a bulletin board, display pictures of different types of homes. Examples: apartment, forest home, stone home, igloos, river home, tree home, houseboat, sod house, mobile home.

   What do you think are some of the reasons people build different kinds of homes? Discuss climate, weather, water level, and other factors influencing style of home building.

2. What are the different ways people provide their need for food? for clothing? for energy?

RESOURCES:

1. REMC-9 #083762 CT Homes for Everyone.
2. REMC-9 #141664 SF Neighborhoods of Many Kinds.
3. REMC-9 #032800 SF Children Who Live In A Tree-The Magic Drum.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that customs and habits differ from one group to another.
Example: Holidays, foods, symbols, clothing and language.

LEARNING ACTIVITY(IES):

1. Share in the celebration of Christmas and Hannukah; the lighted Christmas tree and the Menorah.

2. Describe and illustrate special family dinners, such as turkey dinner with all the trimmings, the sabbath dinner, and birthday dinners.

3. Play a "holiday game." Have children name all the holidays they can think of. Select a child for each holiday. Place the name of the holiday on a card and hang it around the neck of the child selected. Then make statements about the holidays. Children in audience match statements with holidays represented by children with holiday name tags. Examples: (a). It is always on Sunday. (b). Sometimes we have fireworks. (c). The Pilgrims had one.

RESOURCES:

1. REMC-9 #083458 SP Holidays Theme.
2. REMC-9 #270207 MP Holidays Your Neighbors Celebrate.
3. REMC-9 #275121 MP Food Around the World.
4. REMC-9 #275122 MP Shelter Around the World.
5. REMC-9 #275471 MP Eskimo Friends.
6. REMC-9 #275499 MP Our Hispano-American Friend.
7. REMC-9 #275500 MP Our Native American Friends.
8. REMC-9 #275794 KT I Can Read About Indians.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE C : Understand that despite cultural differences, people everywhere have similar basic motivations and desires.

Example: People everywhere like to have fun, to work and to play.

LEARNING ACTIVITY(IES):

1. Make a bulletin board showing family fun in a snowy climate, at the beach, in a small clearing on a ranch.

2. Visit the library to obtain picture books about a broad variety of work activities-lumbering, fishing, hand weaving, mechanized farming, gardening, veterinary medicine, collecting nuts and berries.

RESOURCES:

1. REMC-9 #272013 SF Workers Series: Workers and Their Work. (See REMC-9 Catalog for additional titles in the series.)
2. REMC-9 #060650 SP Family at Work and Play.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE I I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that within a community, there may exist one or several cultural groups.
Example: Saginaw has "Rainbow" people-white, black, Asian, Hispanics, American Indian, et al.

LEARNING ACTIVITY(IES):

1. At least once a month plan to invite several parents and/or grandparents representing a particular ethnic or racial group to the classroom.

   They may tell the students about their ethnic heritage, show a film or slides, and answer any questions the students may have.

   They may also demonstrate how to prepare ethnic foods for the students.

   They may teach the students an ethnic dance, game or song. Sharing can be a learning situation.

RESOURCES:

1. A Letter Goes to Sea, by Lore Leher, 1970 (to read aloud).
2. REMC-9 #032496 SP Children Around the World.
3. REMC-9 #032500 SP Children Around the World, Games/Activities.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE I I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a community there are different ethnic, racial, and religious groups.
Example: Groups of people look different and worship in different ways.

LEARNING ACTIVITY(IES):

1. Plan a walking trip of the immediate school community.

   Prepare a map, diorama, or bulletin board of the community showing the following:

   a. religious buildings
   b. ethnic restaurants
   c. ethnic centers
   d. stores and shops
   e. other community and private buildings.

2. Ask specific ethnic, racial and religious groups to aid in setting up exhibits that help to identify their groups. Prepare tape recordings about the content of the exhibits. Play; replay. (Groups to include in Saginaw are: Protestant, Jewish, Catholic, and Greek Orthodox Churches; racial and other ethnic groups.)

RESOURCES:

1. REMC-9 #032583 SP Children of America: Minority Cultures.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.
Example: The bilingual child must have equal oral language opportunities; the child who does not make birthday and Mother's Day cards must have optional activities.

LEARNING ACTIVITY(IES):

1. Use group planning when setting schedules for show and tell. Who will have a turn? When? Why?

2. Plan optional holiday art activities. Let children choose and freely express reason for choices.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE a : Compare customs and habits of different groups.

Example: Games and toys of young children and the role of the grandparents.

LEARNING ACTIVITY(IES):

1. Select a filmstrip, film, or book depicting families of different ethnic backgrounds.

   After showing the filmstrip or reading the book, have students recall the customs and habits of each family depicted.

   List student responses on the chalkboard or chart paper.

   Ask students to look at their list of responses and think about how the families are alike and different. Discuss these possibilities.

2. Divide the class into small groups. Have each group:

   a. Paint or color a small mural depicting one of the families shown in a film or filmstrip.

   b. Act out one custom or habit from an assigned family.

RESOURCES:

1. REMC-9 #060546 MP Families and Shelters: A House for Hernandez.
2. REMC-9 #274166 MP Families Alike and Different.
3. REMC-9 #274168 MP Families: Food and Eating.
4. REMC-9 #274169 MP Families: Teaching and Learning.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE b : Understand the relationships among groups and individuals.

Example: An individual's behavior, role, and participation differs according to the group he belongs to.

LEARNING ACTIVITY(IES):

1. Select a filmstrip, film, or book that depicts family members. Present the filmstrip or book to the class.

   Discuss the filmstrip or book.

   Elicit names of many different family members from the students and list on the chalkboard.

   (e.g., mother, father, sister, brother).

2. Have the students make a family booklet with pages depicting their own immediate family members.

   Have students present one page of their family booklet to the class in this manner:

   "I am_____and I am a member of the_____family."

   "This is my_____and he/she is a member of the _____ family."

RESOURCES:

1. REMC-9 #060416 MP Families and History: Why is My Name Anderson?
2. REMC-9 #273325 MP Circle-Make a Wish.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE c : Understand ways groups are interdependent, cooperate and compete.
Example: Two groups of Scouts may want to meet at the same place at the same time; two classes sign up for the gym at the same time.

LEARNING ACTIVITY(IES):

1. Select pictures depicting family groups and school groups.

   Present the pictures to the class and have them classify the pictures into family groups or school groups.

2. Ask the following questions about one family group/school group: (Write the student responses on a retrieval chart or on the chalkboard, in chart form.)

   a. What are the purposes and responsibilities of this group?

   b. How do these two groups cooperate?

   c. How do these two groups compete?

	Purpose of Group	How they Cooperate	How they Compete
School Group			
Family Group			

RESOURCES:

1. REMC-9 #275176 MP Family Teamwork.
2. REMC-9 #191110 FS School Safety Patrol.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE d : Understand types of conflicts between groups and ways conflicts are resolved.
Example: Two groups wanting to use same facility at same time; arguments and fighting are resolved through discussion and mediation.

LEARNING ACTIVITY(IES):

1. For background information, select a filmstrip, film, or book which depicts conflict between two groups.

   Or use the realistic situation of a conflict between two groups in your own classroom.

   Have students recall the conflict shown in filmstrip, book, or live situation.

   Discuss these things:

   a. How the conflict began.

   b. How the conflict escalated.

   c. How the conflict could be resolved.

   Students should take a vote and agree on the best resolution to the conflict.

   Students should be organized into small groups and given the task of role playing different stages of the conflict.

RESOURCES:

1. REMC-9 #191216 MP Schools and Sharing: Let's Share a See-Saw.
2. REMC-9 #271237 MP values: Playing Fair.
3. REMC-9 #271238 MP Values: Telling the Truth.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE e : Understand how and why groups differ.

Example: Groups have different goals, values and viewpoints.

LEARNING ACTIVITY(IES):

1. Make a chart of different kinds of groups to which the children, teacher, and parents belong.

a.	Girl Scouts	College Class	Church Group
b.	Boy Scouts	Church Group	Choir
c.	Little League	Professional Organizations	Union
d.	Sunday School	Exercise Club	Lions Club
e.	Dance Groups	Volleyball Team	Kiwanis Club
f.	Piano Class		Exercise Group

   Interpret the goals, values, and viewpoints of each group.

2. Make a bulletin board display of as many groups as possible.

3. Invite a speaker into the classroom to explain some group's purposes. (Shriners, Red Cross.)

RESOURCES:

1. Pictures of school and community groups.
2. Speakers Handbook, published by the Saginaw Schools.
3. REMC-9 #191072 FS School Helpers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE a : Identify the variety of roles one can have within a group.
Example: Leader, mediator, facilitator, and follower.

LEARNING ACTIVITY(IES):

1. Your school teachers and parents can help you learn about many things.

   Can you name some other people who can help you learn about the things listed below?

   Health Safety Following Rules Finding a Book

2. Simulation of Family Cooperation:

   Instruct a small group of children to play house. Define roles of father, mother, grandmother, and two children. Instruct one child (without the other's knowledge) to whine, cry and create trouble. Allow simulation to proceed until a frustration point is obvious and then discuss the problems this causes in a family along with the role that each family member plays.

   Example: Father, Parent, Husband, Son

RESOURCES:

1. Pictures of people in a variety of learning situations.
2. REMC-9 #275176 MP Family Teamwork.
3. REMC-9 #191110 FS School Safety Patrol.
4. REMC-9 #191056 SP School Friends and Helpers.
5. REMC-9 #191040 MP School for Ted.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE b : Understand that the role within a group may be assigned or achieved.
Example: Leaders are chosen because of their efforts, special abilities, status of family.

LEARNING ACTIVITY(IES):

Circus Fun

Tell the story of the circus coming to town, performing, and packing up again. Hang circus pictures around your room to make a colorful circus mural.

To begin your discussion of the circus, ask your students to name the different people who work in a circus. List them on chart paper.

Examples:

Ringmaster
Juggler
Clown
Elephant trainer
Maintenance worker
Vender

Talk about what skills they need for their different jobs.

Each student could choose their favorite circus person and illustrate their job.

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RESOURCES:
1. Circus pictures.
2. REMC-9 #033805 SP Circus Day.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE c : Understand reasons why there are different roles within groups.

Example: Some people may want the leader role for status and recognition; others may have minor roles because they may not want greater responsibilities.

LEARNING ACTIVITY(IES):

Encourage children and their families to visit a filling station, a bakery, a construction site or other place of work. Note all the workers and what each is doing. Report observations to peers. Teacher can record each child's report to show:

Place of Work Visited
Number of Workers Observed
Types of Jobs

Discuss the role of each leader observed. Discuss the roles of other workers observed.

Ask children which of the jobs they would like to have. Why?

RESOURCES:

1. Pictures of: baker, construction worker, police officer, salesperson, farmer, letter carrier.
2. REMC-9 #036080 FS Community Life.
3. REMC-9 #036000 KT Community Helpers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE d : Understand the possible advantages and disadvantages of belonging to a variety of groups.

Example: Sense of belonging, recognition, vs. hard work, time consuming, energy spent.

LEARNING ACTIVITY(IES):

Develop a classroom "album", showing pictures of groups to which the children or their families belong.

Discuss the possible advantages and disadvantages of belonging to the groups.

Sense of belonging?
Personal recognition?
Hard work?
Time consuming?
Energy spent?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 R

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE e : Understand the decision-making processes used by groups.

Example: Groups discuss, vote and come to a concensus on a given issue.

LEARNING ACTIVITY(IES):

1. Set up a simulation in which a child can begin utilizing the decision-making process.
2. Role play 'the family on pay day'.

RESOURCES:

1. REMC-9 #274530 KT Decisions, Decisions.
2. REMC-9 #400212 KT Simulation Games for Teachers-Elementary.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Unit VIII

PROBLEMS WE LIVE WITH

There are many persistent global issues confronting the inhabitants of our earth. Unit VIII introduces the learner to some of these major issues. However, at this stage, the first grader will begin by studying problems within his immediate environment, such as: (1) litter, (2) abandoned cars, (3) vacant houses, (4) pollution of our area rivers, (5) hunger in our communities, (6) energy, etc.

Having gained some basic knowledge at this point, the student will go on to study these problems in depth at later stages of his education.

Global Issues
Knowledge goal 3

Six Weeks
One-half hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE a : Identify environmental and ecological problems within the community.

Example: Lack of sidewalks; broken glass and litter.

LEARNING ACTIVITY(IES):

1. Walk around the neighborhood observing the problems (litter, glass burned-out houses, etc.)
2. Make a picture collage of observed problems.
3. Have a "Class Clean-Up Day" and go out to pick up litter from the playground.

RESOURCES:

1. REMC-9 #270666 KT Ecology.
2. REMC-9 #271340 KT Communities and Nature: Ecology Learning Module
3. REMC-9 #274484 MP Community Keeps House.
4. REMC-9 #274413 MP How About It (Litter).
5. REMC-9 #274097 MP How to Study Ecology-A First Film.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE b : Identify some persistent social problems within the community.

Example: Burned out homes; reckless drivers; overcrowded homes and classrooms.

LEARNING ACTIVITY(IES):

1. Walk around the neighborhood and count the number of vacant, burned-out homes. Make a map of the area.
2. Invite a fireman and a policeman to the classroom to speak on fire safety and traffic safety.
3. Energy coloring books to be completed.

RESOURCES:

1. Energy, Consumers Power Company, printed materials, Kits, F.S., Cassetts and games. (Free from Consumers, Jackson, MI.)
2. REMC-9 #273327 MP Fire-Make a Wish.
3. REMC-9 #062470 SP Fire Prevention.
4. REMC-9 #166370 RE Police Department Helpers.
5. REMC-9 #275024 MP Policeman.
6. REMC-9 #166443 FS Policemen and Firemen.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE c : Identify local natural resources used to meet needs and developing problems of the community.
Example: Plants, trees, waterways, (Saginaw River), wildlife and community parks.

LEARNING ACTIVITY(IES):

1. Investigate with the class the natural resources in the community. Develop a questionnaire to be used in interviewing parents and other community members.

2. Invite someone from the City Parks Division to speak in your classroom. Ask the guest to bring pictures of the City Parks and their uses.

3. Develop a panorama of trees and their products. Include illustrations of the many uses for the products. (Maple trees-syrup-pancakes and candy; hickory trees-nuts-candy, squirrels, birds.)

RESOURCES:

1. REMC-9 #274409 MP Ecology of Forests.
2. REMC-9 #270843 MP Environment.
3. REMC-9 #273213 MP River-A First Film.
4. REMC-9 #086058 MP How Trees Help Us.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Identify community problems related to energy needs.
Example: Hunger and sickness result from inability to pay high utility bills.

LEARNING ACTIVITY(IES):

1. Take a walking tour around the school building with a maintenance person to discover ways energy is being saved or ways savings could be increased.
2. Invite a resource person to speak to the class about hunger needs in our city.
3. Interview parents about home utility bills and ways energy is conserved at home.
4. Tour a social service agency that is working to aid poor people in Saginaw, e.g., The Good Neighbors Mission or Neighborhood House.
5. Have a class-wide drive to collect clothing, toys, and canned goods for donation to a social agency or needy family in the neighborhood.
6. Make a bar graph to show the comparative costs of one family's food and utility bills.

RESOURCES:

1. Materials for Energy Week in March, Consumers Power Company, Jackson, Michigan.
2. REMC-9 #054134 RD Energy and Motion Songs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 1

GOAL 3 : Understand persistent global issues.

OBJECTIVE e : Understand some of the basic needs common to all peopl within the community such as food, shelter and clothing.
Example: People need love, approval, food, shelter, clothing, and water to survive.

LEARNING ACTIVITY(IES):

1. Use a bulletin board to display pictures showing homes, clothing and food in many different parts of the world.

   Have students discuss what they see in the pictures. Write the list on the chalkboard or chart paper.

   Direct the attention of the students toward categorizing the list into main ideas or topics.

   Write the main topics in large letters on the chalkboard or chart paper. Use it to summarize the concept that all people have the same basic needs.

2. Using magazines, have pupils cut out pictures showing "caring" -families hugging each other, having fun together.

   a. Make a collage using the pictures.

   b. Paste a picture on a piece of construction paper and have child dictate a story about the picture while teacher or other adult writes his ideas for him.

RESOURCES:
1. Magazines: Ebony, Ladies Home Journal, McCall's, Redbook, Jet.
2. REMC-9 #274131 MP Food to Live and Grow-Habits of Health.
3. REMC-9 #270157 MP Cloth-Fiber to Fabric.
4. Book: The Emperor's New Clothes.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.